

DePaul Center for Urban Education and Assessment

THE CONNECTED CURRICULUM

Use this guide to organize standards-based instruction and assessment.

Each grade level should:

- Preview the scope and sequence
- Select/modify/adopt the outcomes (the scope and sequence details competencies students should develop at the grade level)
- Select/modify/construct assessments

The framework develops strategic reading to be **integrated/applied**—the strategies for each week should be applied in work with basal, non-fiction, trade books, newspaper, other reading materials.

These guides were developed incorporating the Core Curriculum Framework developed by the Center for Urban Education through support from the Joyce Foundation. Correlated instructional and assessment resources developed through the Polk Bros. Foundation Teacher Leadership Network are available at <http://teacher.depaul.edu>.

What's New? Using Performance-based assessment.

What does that mean?

Assessment is based on more than a multiple choice test. It means that students demonstrate what they know and can do with that knowledge.

What do teachers do to make this change?

They teach with activities that require students to apply skills and knowledge. They explain to students just how clear and complete they should make their work. Then they help students see how well they meet the standards—and how to improve their work so they meet and exceed them.

Active Learning/Assessment Projects—here are some examples of performance-based assessments or learning activities.

They are assessments if students do them **independently**. They are learning activities when teachers guide the students or students work on them in pairs/groups. The more that you involve students in active learning applications the more they'll be prepared to succeed on the assessments—and the more they'll learn. These activities integrate skills and knowledge.

<ul style="list-style-type: none">• Collect and classify information in a data bank.	<ul style="list-style-type: none">• Make a glossary.	<ul style="list-style-type: none">• Rewrite your textbook chapter so a younger student would enjoy it.
<ul style="list-style-type: none">• Create or complete a diagram.	<ul style="list-style-type: none">• Create or complete a chart.	<ul style="list-style-type: none">• Organize information for a debate on this topic.
<ul style="list-style-type: none">• Create or complete a timeline.	<ul style="list-style-type: none">• Create or complete a map.	<ul style="list-style-type: none">• Write a letter from someone in this situation.
<ul style="list-style-type: none">• Create or complete a graph.	<ul style="list-style-type: none">• Each student writes one page in a class chapter about the topic.	<ul style="list-style-type: none">• Make a set of questions for Who Wants to be a Millionaire.
<ul style="list-style-type: none">• Write a booklet about the topic.	<ul style="list-style-type: none">• Write a diary as if you were a person in the situation you are studying.	<ul style="list-style-type: none">• Make a top ten fact list.
<ul style="list-style-type: none">• Construct a multiple-choice question.	<ul style="list-style-type: none">• Draw a cartoon to show the sequence.	<ul style="list-style-type: none">• Change the ending.
<ul style="list-style-type: none">• Write an open-ended question about the topic. List three possible answers.	<ul style="list-style-type: none">• Use pictures or symbols to communicate the topic without words.	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• Write what's next.	<ul style="list-style-type: none">• Outline a page or chapter.	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• Construct a crossword puzzle.	<ul style="list-style-type: none">• Write a poem about the topic.	<ul style="list-style-type: none">•

The first part of this guide provides examples of how to organize standards-based assessment-instruction.

What Continues? The Chicago Reading Initiative. The following activities are teacher guided or independent.

Activities that can be assessments are marked with an asterisk.

<p>WORD KNOWLEDGE</p> <p>Instructional Activities:</p> <ul style="list-style-type: none"> ✓ Teacher displays words and pictures by phonics/structural patterns and topic. ✓ Teacher develops student vocabulary through weekly vocabulary building activities. ✓ Teacher lists and then develops vocabulary in each content area. 	<p><i>Student Activities</i></p> <ul style="list-style-type: none"> ❖ <i>Draw words or pictures to explain vocabulary*</i> ❖ <i>Chart word-picture-word or word/synonym word/antonym*</i> ❖ <i>Find word in newspaper, book</i> ❖ <i>Write sentence with word*</i> ❖ <i>Make/complete grammar chart or glossary*</i> ❖ <i>Make/complete prefix-suffix chart/guide*</i> ❖ <i>Build vocabulary in the content areas*</i> ❖ <i>Write with the ‘words of the week’*</i>
<p>FLUENCY</p> <p>Instructional Activities:</p> <ul style="list-style-type: none"> ✓ Teacher reads aloud, thinks aloud. ✓ Teacher coaches reading. ✓ Teacher models fluent reading of a variety of kinds of texts. 	<p><i>Student Activities</i></p> <ul style="list-style-type: none"> ❖ <i>Read aloud from texts and their own writing*</i> ❖ <i>Re-read texts individually and in groups*</i> ❖ <i>Partner reading*</i> ❖ <i>Poetry reading across the curriculum*</i>
<p>COMPREHENSION</p> <p>Instructional Activities: Teacher uses a variety of strategies, including DRTA; PQROST (for content reading); Reading Transfer—read to, read with students; students re-read to learn more.</p>	<p><i>Student Activities</i></p> <ul style="list-style-type: none"> ❖ <i>Illustrate text*</i> ❖ <i>Construct and explain graphic organizers*</i> ❖ <i>Answer questions; justify answer choice*</i> ❖ <i>Make up questions (and provide answers)*</i> ❖ <i>Sequence events in pictures or words (may use time-line)*</i> ❖ <i>Write or match sentences that describe or explain _____.*</i> ❖ <i>Infer and explain basis of inference*</i> ❖ <i>Paraphrase*</i> ❖ <i>Summarize*</i> ❖ <i>Identify main idea or theme and explain its basis in text*</i> ❖ <i>Write the next part*</i> ❖ <i>Write a paragraph, poem, booklet, letter about topic*</i> ❖ <i>Make Reader’s guide—write explanation of strategies.*</i>
<p>WRITING</p> <p>Instructional Activities:</p> <ul style="list-style-type: none"> ✓ Teacher incorporates writing in all subjects ✓ Teacher does “write aloud”. ✓ Teacher integrates writing into reporting learning in all subjects. 	<p><i>Student Activities</i></p> <ul style="list-style-type: none"> ❖ <i>Write with focus, organization, support, coherence, and clarity*</i> ❖ <i>Edit writing*</i> ❖ <i>Write in a variety of formats—letters, poems, diaries, fiction, non-fiction, booklets...*</i> ❖ <i>Make Writer’s Guide—explains how to write*</i>

Standards, Benchmarks, Performance Descriptors, Assessments

Note them here concisely. Each week assess that week's priorities. Every fifth week, assess comprehensively.

Standard	Benchmark	Performance Descriptors	Assessment
Vocabulary			
Reading			
Writing			

Standard	Benchmark	Performance Descriptors	Assessment
Fluency			
Math			
Content			

Then make the **FIVE WEEK PLAN**.

Each week's focus should develop the competencies you have identified for the five-week outcomes.

See the next pages for examples.

	week 1	week 2	week 3	week 5	Assessment week 5--clarify, expand
Word Knowledge 1A					
<i>Strategic Reading to integrate, apply</i> Goals 1, 2, 4					
<i>Fluency</i> Goals 1, 4					
<i>Writing and Illustrating</i> Goal 3					
MATH Choose each week's focus					
<i>Content</i> Geography Goal 17A, B, C, D Research Goal 5					

Third Grade Example: Plan for Weeks 1-5
Goals, Standards, Performance Descriptors, Assessments

<i>Standard</i>	<i>Benchmark</i>	<i>Performance Descriptors</i>	<i>Assessment</i>
Vocabulary 1A Apply word analysis and vocabulary skills to comprehend selections.	Use word analysis skills to recognize new words. Comprehend unfamiliar words with prior knowledge; verify meaning with resource materials.	Use word analysis (root words, inflections, affixes) to identify words. Use a variety of resources to clarify meanings of unfamiliar words.	Classify words singular, plural; provide examples of nouns, proper nouns, verbs, adjectives. Explain how and why to use dictionary <i>Make own word book/chart</i>
Reading 1B Apply reading strategies to improve understanding and fluency. 2A: Understand how literary elements convey meaning.	1B Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge. 2A Identify literary elements of theme, setting, plot, character	Set a purpose for reading. Infer before, during, and after reading. Identify setting, plot, character traits and effects on story.	Read new story and list characters, traits, and events. infer traits, motive, sequence, cause-effect with evidence. Illustrate problem-solution.
Writing 3A Use correct grammar, spelling, punctuation, structure	Construct complete sentences with subject verb agreement, appropriate use of parts of speech.	Construct complete sentences. Demonstrate subject-verb agreement. Use appropriate punctuation and capitalization and parts of speech.	Write/edit sentences—with correct punctuation and word choice. Write own guide to writing sentences.

Third grade example--continued

Standard	Benchmark	Performance Descriptors	Assessment
<p>Fluency 1B Read with understanding and fluency 4B Speak effectively</p>	<p>NA</p>	<p>Use appropriate presentation techniques: volume, rate, tone, pitch.</p>	<p>Read aloud with increased fluency. Explain how to read with appropriate rate.</p>
<p>Math <i>Math specifications are to be provided by teachers depending on math program in use.</i></p>			<p><i>Solve problems with this five weeks' math. Explain how you solved them.</i> Make my own math glossary, booklet/chart/guide.</p>
<p>Content 17A locate and describe places, regions, features; 17C: Understand relations between geographic factors and society</p>	<p>Identify physical characteristics of places; Explain geographic representation; use maps to gather information about people, places, environments. Describe relationships among location of resources, population, economic activities.</p>	<p>Draw map including local landmarks; Locate community, state, nation—exact and relative—on globe; draw map of community; locate places on map with number-letter grid; explain parts of a map; Compare urban and rural communities.</p>	<p>List, illustrate, explain features of a city; diagram relationships; Write own guide to city including map and vocabulary terms.</p>

Example—five week plan based on standards/assessments: **Third Grade Priorities Weeks 1-5**

	week 1	week 2	week 3	week 4	Week 5 assess, clarify, expand
WORD KNOWLEDGE 1A	Assess student phonics Word Knowledge Set up word wall Proper nouns	Identify/classify singular and plural nouns This week's words:	Classify Verbs and verb tense Use dictionary This week's words:	adjectives Use dictionary and alphabetize to 3 rd letter This week's words:	Classify words singular, plural; provide examples of nouns, proper nouns, verbs, adjectives. Explain how and why to use dictionary <i>Make own word book/chart</i>
<i>Strategic Reading</i> Goals 1, 2, 4 <i>Apply to basal Plus—read a variety of materials across the curriculum</i>	Read/listen to identify/infer traits of person/character 1B, 2A Follow 1, 2-step directions (4A)	Read/listen to identify/infer sequence, cause-effect <u>with evidence</u> 1B,C, 2A <i>Take reading interest inventory.</i>	Read/listen to identify/infer motive 1B,C, 2A	Describe and illustrate problem, solution—fiction or non-fiction. 1B	Read new story and list characters, traits, and events. infer traits, motive, sequence, cause-effect with evidence. Illustrate problem-solution.
<i>Fluency</i> <i>Teacher models/students practice daily</i> Goals 1, 4	This week's read aloud: Emphasis: appropriate rate	This week's read aloud: <i>Emphasis: appropriate rate</i>	This week's read aloud: Emphasis: appropriate rate	This week's read aloud: Emphasis: appropriate rate	<i>Students read aloud with increased fluency.</i> <i>Students explain how to read with appropriate rate.</i>
<i>Writing and Illustrating</i> Goals 3, 4	Write complete sentences: punctuation review	Add details to descriptive sentence; correct punctuation	Write sentences to describe places (relate to geography)	Write sentences to describe places	<i>Write/edit sentences—correct punctuation and word choice.</i> <i>Write own guide to writing sentences.</i>
MATH <i>Choose each week's focus.</i>					<i>Solve problems with this five weeks' math. Explain how. Make my own math booklet/chart/guide.</i>
<i>Content</i> CITY Geography <i>Goal 17 A,B,C</i> <i>Research</i> <i>Goal 5</i>	<i>Location: Where are we?</i> city geography key map school	<i>Place: City places</i> community government map key mayor people	<i>Region: City areas</i> central downtown lake lakeshore location suburb	<i>Movement: City transportation</i> east, north, river south, travel, west	<i>List, illustrate, explain features of a city; diagram relationships;</i> <i>Write own guide to city including map and vocabulary terms.</i>

EXAMPLE LESSON PLAN FOR WEEK 2, THIRD GRADE

What's Important?	Monday Make It Clear.	Tuesday Take it, use It.	Wednesday Work with It.	Thursday: Think It Through.	Friday Fix and Finish
Vocabulary/Word Knowledge <u>This week's pattern:</u> Singular/plural words	<u>Today's words</u> city, cities community, communities person, persons, people	<u>Today's words</u> alderman, aldermen problem, problems tax, taxes	<u>Today's words</u> boundary, boundaries compass, compasses direction, directions	CHECKPOINT Draw pictures of five of this week's words; give your pictures to another student to identify your words.	Add examples and use in sentences. Graph how many words we've learned this week.
Reading Comprehension Read/listen to identify/infer sequence, cause-effect <u>with evidence</u>	Read Aloud/Think Aloud How to figure out sequence. Teacher-Guided Reading Group Activity: use basal, guide reading with questions in basal; students make timeline.	Read Aloud/Think Aloud How to figure out cause-effect. Teacher-Guided Reading Group Activity: use basal, guide reading with questions in basal; students make timeline, identify cause-effect.	Read Aloud/Think Aloud (model comprehension) How to identify/infer cause-effect. use basal, guide reading with questions in basal; students make timeline, identify cause-effect.	Student Read Aloud/Think Aloud—how to identify/infer cause-effect use basal, guide reading with questions in basal; students explain how to make timeline, identify cause-effect.	Students explain what they learned this week in their reading guide/report. Students apply this week's reading strategies independently.
Fluency This week's reading: poem about Chicago	Teacher models Students read with partner	Teacher models Students read with partner	Teacher models Students read with partner	Student models	Students read for another group/class
Math Focus Skill/concept of the week—for example, how to measure area.	Teacher demonstrates how to measure area, students take notes of steps to solve problem --"math path".	Teacher models again, students apply to solve problems in pairs.	Student models. Students apply to solve problems in pairs. Students make up problems for other pairs.	Students take math challenge—solve problem independently, write explanation of steps.	Students write their own math guide with example problem and solution and steps.
Writing <u>This week's emphasis:</u> Add details to descriptive sentence; correct punctuation	Teacher demonstrates Students apply—Chicago people sentences.	Teacher demonstrates Students apply—Chicago government sentences.	Students work independently, teacher coaches. Sentences about Chicago places and people.	Students edit their work. Combine sentences with other students to make a sentence story.	Students illustrate their work.
Content Topic: City Places	VOCABULARY T: Read aloud newspaper story about event in Chicago S: Draw what you hear S: Start this week's glossary. Include words that name places in a city and that tell about those places (adjectives).	COMPREHENSION Read our social studies book—pages about cities. list interesting facts. Then choose your top five facts. Then pair and share to put together a top ten fact list.	COMPREHENSION <i>Make a map that shows how our community is part of Chicago.</i> Make up questions about Chicago.	WRITING <i>Take quiz—use the Wednesday questions.</i> <i>Write about Chicago places. Write sentences or a poem.</i>	FLUENCY Make a display, booklet; share it/show it—take it to present to another class.

Assessment Organizer This is an example for planning **every fifth week's** assessments.

- Keep it clear
- Focus on one assessment each day
- Use a variety of assessments
- Use the other days to fix and expand based on the assessment

Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Subject	Subject	Subject	Subject
Performance Descriptors	Performance Descriptors	Performance Descriptors	Performance Descriptors	Performance Descriptors
<i>Assessment</i>	<i>Assessment</i>	<i>Assessment</i>	<i>Assessment</i>	<i>Assessment</i>

Assessment Organizer **EXAMPLE** This is an example for every fifth week's assessments.

Monday	Tuesday	Wednesday	Thursday	Friday
MATH	READING	WRITING AND VOCABULARY	SCIENCE or SOCIAL STUDIES	Fix, Finish, Expand with Fluency
<i>Performance Descriptors: Applied skills, Word Knowledge, and strategies emphasized previous four weeks.</i>	<i>Performance Descriptors: Applied skills, strategies, and Word Knowledge emphasized previous four weeks.</i>	<i>Performance Descriptors: Applied skills and vocabulary emphasized previous four weeks.</i>	<i>Performance Descriptors: Applied content, skills emphasized previous four weeks.</i>	
<p><i>Assessments</i></p> <p>K-8 <i>Complete this chart. Show or write what each word/symbol means. (numbers, terms and operations words/symbols learned this five weeks)</i></p> <p>2-8 Plus: <i>Write an explanation of each math term (teacher lists terms or students provide).</i></p> <p><i>Solve this problem. Explain how you solve it.</i></p> <p><i>Then solve these problems using more math skills.</i></p>	<p><i>Assessments</i></p> <p>K-8 assessments: read the story/history, draw the characters. Tell what happens and why.</p> <p>3-8 PLUS—added performances</p> <p><i>Explain how you use this skill or strategy of reading.</i></p> <p><i>Read this text and use the graphic organizer to explain it.</i></p> <p><i>Read the following text and answer the questions about it.</i></p> <p><i>Teacher provides questions—literal, inferential, analytic, evaluative. Include multiple choice and short-answer.</i></p>	<p><i>Assessments</i></p> <p>K-8: <i>Write/draw what each word means.</i></p> <p><i>Correct the following words/sentences.</i></p> <p>2-8 Plus: <i>Plan and write a:</i> __paragraph __essay __story __poem _____ about _____ <i>Be sure it has clear:</i></p> <ul style="list-style-type: none"> • Focus • Support • Organization • Conventions • Integration 	<p><i>Assessments</i></p> <p>K-8 <i>Write or draw what each word means.</i></p> <p><i>Write or draw to explain what you learned about _____.</i></p> <p><i>Answer the following questions</i></p> <p>2-8 Plus: <i>Write an explanation of the following topic.</i></p> <p><i>Complete this graphic organizer to show what's important to understand about this topic.</i></p>	<p><i>Assessments</i></p> <p>Fluency Students read aloud with increased fluency and explain how to read with expression and/or how to read with appropriate rate.</p> <p>Comprehensive</p> <p><i>Students complete portfolio for the five weeks' learning.</i></p>

Assessment Week EXAMPLES

Example of Activities to Continue Learning All Week—**boldfaced items are the assessment activities of the day.** The others are designed to help students **FIX** and **EXPAND** the competencies of the five weeks.

	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Content:</i>	Work on student-written text /booklet about the topic (k texts may be pictorial)	continue to work on booklets about the topic (Should include graphics.)	continue to work on booklets about the topic	ASSESSMENT: Students present booklets to each other; teacher assesses	<i>class presents to another class</i>
<i>Reading</i>	Students read aloud and think aloud using the strategies they have learned during the previous four weeks.	ASSESSMENT: Students write/draw in response to questions about a reading. Grades 2-8 Multiple choice and short-answer questions.	K-2: Students make puppet show based on story. 3-8: Students exchange test questions, answer them, discuss their answers and the questions.	Students write about what they have read that they liked.	Students make a list of ways to be a good reader.
<i>Vocabulary</i>	<i>Students make glossary of words by categories—may include pictures and words.</i>	<i>Students complete glossary of words.</i>	ASSESSMENT: Students write sentences with their vocabulary words (K-1 match with pictures)	<i>Students check spelling and correct if needed.</i>	<i>Students put completed work into portfolio.</i>
<i>Fluency</i>	<i>Students read aloud with partners.</i>	<i>Students read aloud with partners.</i>	<i>Students read a poem aloud with partners.</i>	<i>Student partners prepare poem or prose for class read aloud.</i>	Students present their favorite poem or prose with increased fluency.
<i>Math</i>	ASSESSMENT: K-2: Students use numbers 2-8: Students make glossary of words from math. 3-8: Students solve problems, write explanations of solutions for problems	K-2: Students make math book pages 3-8: Students review the test items and discuss the strategies.	K-2: Students illustrate math book pages. 3-8: Students write their own step-by-step guides to the math learned.	K-2: <i>Students finish BIG BOOK.</i> 3-8: <i>Students present math lessons to each other.</i>	K-2: Students share BIG BOOK with other classes. 3-8: Students make up more test questions and solve them using their step-by-step guides.
<i>Writing</i>	Students write math sentences.	Students write about what they read.	ASSESSMENT Students make their own guide to writing with the skills focused on during this time.	ASSESSMENT continues: Students write about content using their own guides.	Students write about their favorite learning.